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ABSTRACT

Detailed guidelines for conducting a workshop on attitudes toward learning are offered to parent group trainers. The purpose of the workshop is to help parents help their children feel good about learning. Featured are a discussion of the importance of attitudes toward learning, the relationship of attitudes to self-esteem, hands-on learning activities, directions for making and using posters, tips to parents on children's education, 65 ways for parents to say "good for you," and things to do at home to help children feel good about themselves. (RH)

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GETTING INVOLVED WORKSHOP GUIDE

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LEARNING ATTITUDES

A Manual For The Parent Group Trainer

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LEARNING ATTITUDES
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WORKSHOP: LEARNING ATTITUDES

TRAINER PREPARATION

1. **Review the Getting Involved Booklet entitled** *Your Child's Attitudes Toward Learning.* Pay special attention to "Points to Keep in Mind". Pg. 4 and 20.
2. Read the "Key Points" in the Workshop Guide.
3. Read the "Statement of Objectives" and "Introduction to Participants".
4. Review the "Workshop Outline".
5. Read "Planning for the Workshop".
6. Select activities and discussions from the Guide to use in your workshop. For example, choose an ice breaker, choose some areas for discussion and appropriate handouts, select a hands-on activity, and some displays. Use the table of contents and summaries to facilitate your selection.
7. Familiarize yourself with your selections. If you are using the filmstrip, then preview it and anticipate related discussions. Prepare to lead the selected activities and discussions in your own way, and in your own words, to suit your particular audience.
8. Sequence your selections, using the "Workshop Outline" as a guide. Review the sequence to determine how to manage the transitions from one activity or discussion to the next. If the sequence does not seem to make a logical progression, try a new order or new selections.
9. Practice and time the Workshop by running through the sequence of activities and discussions. It is a good idea to summarize each activity and discussion as they are done in the workshop. Practice the transitions. Plan for breaks and refreshments.
10. Prepare and collect the materials you will need (eg. handouts, materials for hands-on, and ice-breaker activities, etc.).

WORKSHOP: LEARNING ATTITUDES

PLANNING FOR THE WORKSHOP:

Use this list to help you organize the logistics of planning and giving the workshop.

1. How long will your workshop last?
2. What time of day or night will be best for giving your workshop?
3. Who is your audience? Who is your target group?
4. How many people can you accommodate? How many people do you think will attend?
5. Who will contact the participants? How will they be contacted? for example: parent newsletter, note to parent, personal contact, local newspaper, PTA announcement, fliers, posters, radio. . . . Be sure to include all relevant information. How will you know who will be attending? Who should interested parents call? Will they have to register?
6. What facility will you use? Be certain to arrange for a good facility that will provide enough room for participants. If you are serving refreshments be sure that it is permited in the facility. It is a good idea to check to make sure that the facility will be ready for you the day before the workshop.
7. Who will be responsible for transportation?
   Make sure that the person who is responsible for transportation duties is prepared. (eg. size of vehicle(s) is adequate, gas, map or route, times for pick up and drop off, names of people to transport etc.)
8. What refreshments will be served? Make sure that the person responsible for refreshments has addressed all areas (eg. number of participants, preparations for setting up and serving and clean up, nutritious foods, etc.)
9. Plan to arrive at the workshop site early enough to prepare your environment.
   a. set up the displays
   b. plan seating arrangement
   c. arrange materials for presentation
   d. assure that AV equipment is set up and ready to go
   e. have a sign-in sheet
   f. have name tags prepared
   g. have an agenda prepared
   h. have handouts in order
   i. have evaluation forms ready

SUGGESTED WORKSHOP OUTLINE – APPROXIMATELY 2 HRS. 15 MIN.

1. **Introduction and Statement of Objectives and Establishment of Definition (10 minutes)**

   Begin your workshop by reading or stating in your own words the Introduction to participants. Review the Statement of Objectives by explaining to the participants what you hope they will learn from your workshop.

   Pass out an agenda so that participants know what to expect next.

   Enumerate what positive learning attitudes encompass: self confidence/pride, motivation/initiative, curiosity, persistance/goal orientation. Perhaps you could write them on a blackboard, poster, or flip chart. Use page 4 of the Getting Involved booklet. You can accomplish the transition from your monologue to participation of the group by asking some leading questions to get participants involved, such as:

   "What behavior/actions can you think of that relate to these positive learning attitudes? Call them out and I'll write them down." Some responses might be: "I kept at my knitting until I completed a sweater!" and "I subscribe to 3 magazines and I enjoy reading through them." and "My child loved it when I hung his painting on the refrigerator." and "My kid is always asking me questions." and "My kid says he likes to do it himself." Encourage the group to identify behaviors and actions and quotes which illustrate good feelings about learning. You might encourage the group to think about how their own learning attitudes developed, and how they can help their children by again asking some leading questions and having the group brainstorm.

2. **Ice Breaker**

   Move on to your ice breaker by introducing its purpose: "We can explore your own feelings about learning, and how you got them by playing a little game." Divide the participants into small groups. It is helpful to write the ice breaker instructions out on a poster or chalkboard. Be sure to summarize this activity after it is over in order to tie in the participants' concrete experience to the abstract concepts of motivation, curiosity, etc. Refer to poster of page 4 of the Getting Involved booklet once again. Participants should now have some recognition of their own attitudes toward learning, and some idea of how they developed.

3. **Trainer - Lecture and Discussion (20 min.)**

   Develop this line of thinking further, by defining self concept and linking it to learning attitudes. Emphasize that our self concept is learned, and that our learning increases when our self concept improves. Explore the behaviors which indicate positive learning attitudes. Examine how these help foster successful experiences. Vary this portion of the workshop by giving short narratives based upon key points, and by giving illustrations and examples or eliciting them from the audience. Use your selection of trainer discussions and lectures and handouts. Summarize the points you have made and refer to your poster of page 4.

4. **Review (5 min.)**

Quickly summarize the progression of the workshop thus far: you have discussed what learning attitudes are, what behaviors indicate positive learning attitudes and how they develop. You will introduce ways that parents can help their children develop positive learning attitudes after break.

5. **Break for Refreshments (15 min.)**

   You have spent considerable time getting the audience comfortable and getting them to think about the topic, so don't let the break and refreshment period become awkward. If the group does not feel comfortable enough to talk freely while eating, then you could structure this time also. Use the environmental displays to draw out conversation, or elicit conversation about their children.

6. **Lecture - Discussion (20 min.)**

   Introduce the notion that just as certain people and events helped the participants to develop certain attitudes toward learning situations, they can help their children to develop good feelings about learning. They can play an important role in their children's development of positive learning attitudes in a variety of ways.

   Use your selection of lectures and discussions and handouts to help participants identify ways they can help their children. Vary this portion of the workshop by giving short narratives based on the "Key points", then by demonstrating or illustrating it via an activity or example, then by reviewing or actually using related handouts. Always summarize each point that you make.

7. **Hands-On Activities (15 min.)**

   Use the hands-on activity to reinforce the parental role in helping children develop positive learning attitudes. Encourage their use of the activity at home with their children.

8. **Film Strip (15 min.)**

   The filmstrip ties in what the workshop has covered, and will serve as a summary. Reiterate the key points, alert participants to particular segments of the film which emphasize those points. The important message is that parents play a key role in their childrens developing learning attitudes.

9. **Closing (5-10 min.)**

   Use the sample closing statement, and pass out the *Getting Involved* booklet indicating that it is a resource for participants as it contains the key points made in the workshop.

10. **Evaluation (10 min.)**

    Pass out evaluation forms.

WORKSHOP: LEARNING ATTITUDES

KEY POINTS

Learning Attitudes is an important topic which relates to all other topics offered in the *Getting Involved* booklet series. For this reason, we recommend that you present it early in a series of *Getting Involved* workshops. It can also be given as a single workshop topic, or expanded into several sessions.

Discussing and exploring feelings about learning can pose some difficulties for participants. The workshop leader can anticipate that some participants may feel threatened and/or uncomfortable with this topic. Since attitudes toward learning are closely connected to experiences of success and failure in school and in life, some participants may confront their feelings of failure during the workshop. The workshop should not become a therapy session for those who need to deal with their own attitudes, but should offer constructive alternatives to those participants and underscore the importance of helping their children develop positive attitudes.

Key points for the workshop leader to emphasize during the workshop are enumerated below.

1. Learning attitudes are feelings about and toward learning experiences.
2. Feelings about learning experiences are related to feelings of self esteem. When a person feels good about himself, he will be more receptive to and interested in learning.
3. Positive learning attitudes are important because they contribute to experiences of success in school and in life.
4. Behaviors which indicate positive learning attitudes are:
    a. behaviors which indicate self confidence, pride
    b. behaviors which indicate motivation and initiative
    c. behaviors which indicate curiosity
    d. behaviors which indicate persistence and goal orientation
5. Parents can help their children to develop positive learning attitudes in many ways, including:
    a. showing affection, acceptance, and approval
    b. providing time, space, materials, and encouragement for activities which offer opportunities for success
    c. modelling positive learning attitudes

It is important for the workshop leader to consistently tie in the concrete experiences of the participants with the abstract notion of "learning attitudes".

STATEMENT OF OBJECTIVES:

Your workshop should help parents/participants to:

- understand what "learning attitudes" encompass (definition), why positive learning attitudes are important, and how they develop
- recognize their own attitudes about learning by identifying behavior that indicates how they feel about learning.
- recognize behavior of their children which indicates the development of positive or negative learning attitudes.
- recognize their impact on the development of their children's learning attitudes
- learn how they can help their children develop positive attitudes toward learning

SAMPLE INTRODUCTION TO PARTICIPANTS

WHAT IS IT?

The purpose of this workshop is to help you to help your child feel good about learning.

Positive learning attitudes means feeling good about learning. Children and adults that feel good about learning are curious, persistent, want to try to do things themselves and try to do them in different ways - they ask why, and are self confident that they can do it. . . Feeling good about learning will help the child or adult for the rest of his life. It helps people be successful in school, at work and at home. (Review poster of pg. 4 GI Booklet)

HOW DEVELOPED?

How do good feelings about learning develop? Good feelings about learning reflect positive self esteem. As a child experiences success in mastering a skill (for instance, in putting a puzzle together), his self esteem grows, and he feels good about learning. He approaches the next learning situation with positive feelings – he is motivated and confident that he will learn to master whatever it is. This attitude contributes to his ability to succeed. With the new success, his self esteem increases and his learning attitudes improve once more. His interactions with the environment and experiences with people will continually shape and reshape his feelings about himself. The child's self esteem is a mirror image of the person he thinks the world perceives him to be. Positive feedback builds a good self image which contributes to position learning attitudes.

PARENTS PLAY AN IMPORTANT ROLE

Parents play an important role in helping their children develop positive attitudes toward learning. In order for the parent to help the child have good self esteem and identity concepts, the parent must feel good about him/herself. Love and affection are essential in the growth of a positive self image. The relationship that is formed between a child and his parents will affect the way he learns and the way he behaves. The love and affection a child receives in the formative years, particularly during the first five years, enable him to be more confident in facing all the frustrations and challenges that happen in life, both at home, and in school, and in work.

Parents are the models which children seek to imitate. If parents feel good about learning, and demonstrate that, then parents will teach it to their children. Parents can encourage their children to search for ansers or entertainment in books, and parents can read in front of their children as well as to their children. Think of how parents demonstrate their attitudes toward learning when they follow a new recipe, or follow the instructions for assembling a toy. When children ask why – parents should take time to answer – respect their curiosity.

Parents help children develop good feelings about learning when they provide constructive, positive feedback, encouragement, recognition and approval. Parents play an important role in fostering healthy learning attitudes when they provide time, space and materials for challenging play activities.

LEARNING ATTITUDES WORKSHOP
ICE BREAKER

Name of Activity — Unique Shield of Learning

1. To build an environment of trust and support for workshop participants.
2. To promote maximum interaction among workshop participants.
3. To recognize learning attitudes within oneself; to participate in symbolic representation of the learning self-concept of individuals.
4. To remember learning experiences and people who influenced the participants' present attitude. To react to former learning experiences.

Group Size: Unlimited number in total group
Discussion subgroups of 3 or 4 members.

Materials: 1. Outline of shield on a variety of colored construction paper; markers, and/or crayons - enough for all groups

Physical Setting: Tables for drawing
Moveable chairs to form groups;
Bulletin board to display shields

Process:

1. The trainer briefly explains the purpose for the Ice Breaker activity.
2. The trainer provides shield outline drawn on a variety of colored papers.
   (a) The shield is divided into 6 sections. Three blocks beneath the shield are also drawn.

Examples:

   (b) The trainer may provide the participants with more than one design.
3. A generous variety of markers and crayons should be placed on the work tables before the workshop begins.
4. The participants select one shield and find a work space.
5. The trainer instructs the participants to complete their shields.
   (a) Each section should have a picture or symbol which shows the following: (These requirements should be printed on a poster or blackboard.)
   (b) The trainer can instruct one section of the shield to be done together, or the total shield can be explained and then drawn. In each box write:
      1. Two things you did well when in school.
      2. Two activities you liked best in school.
      3. Two people who were most important to you in school.
      4. One thing you would like your teachers to remember about you when you were in school.

POSTER:

      5. One thing you hope your classmates remember about you in school.
      6. Your happiest school memory.
      7. 3 words that describe you in your school life, written beneath the shield as a motto.

6. Instruct the groups to share in a discussion. The following are questions that will enable the trainer to focus on former experiences that effect learning attitudes of adults. (It should be noted that the shield activity has attempted to stress positive learning related experiences.)
   (a) What did you learn about your attitudes when you were in school?
   (b) Can you recognize something that happened to you in school that influenced a positive learning attitude you now have?
   (c) Did the expectations of school friends and teachers effect your attitudes

toward learning?

(d) Were the experiences you liked best related to those you performed well? What were your attitudes about learning then?

(e) Can you describe how you felt about learning experiences where you performed well?
   (1) Did they motivate you to learn more?
   (2) Did you become curious to find out why?
   (3) Did you keep interested in them?

(f) Who helped you most to learn?
Can you identify what attitudes they helped you develop toward learning?

(g) Do you help your children to develop positive learning attitudes as certain adults did for you?

(h) Can you recognize the attitudes of others which most helped you to learn that you would like to show towards your children's learning?

8. Have the groups join together for the summary.
The trainer should summarize the shared experiences of the participants using the learning attitudes listed on page 4 of the Getting Involved BOOKLET. (i.e. After a section of the shield has been explained, the trainer should ask "Can you see how that helped you to finish a task?" etc.) a-h can be turned into statements for summary purposes.

The following are activities which can be substituted for the Unique Learning Shield using the same goals and adapting the procedure and questions for the process.

1. A collage of magazine pictures depicting how the participant remembers himself at school.
2. A Lifeline that shows school history of the participant: successes, failures, roadblock barriers, helping people, happy memories, etc.
3. A classroom drawn from memory of the happiest year in school

Tips for the trainer:

1. The Ice Breaker will set the tone for the rest of the workshop and will introduce how positive learning attitudes are developed. Do not rush or be insensitive to the participant exploring his attitudes towards learning.
2. Be alert to anyone feeling uncomfortable. Clarify or modify the instructions for him.
3. Allow anyone to pass on sharing information with others. Privacy must always be respected.
4. Remember this is not a therapy session. Focus on positive attitudes, and relate them to parents' reactions to their children's present learning.
5. Do not prolong the total group session but get your cues from group response.

Source: Unknown

LECTURES – DISCUSSIONS

Statement: Feelings about learning experiences are related to our sense of self, our self-esteem.

Remarks:

- As we have seen, many of the attitudes and beliefs we hold are often transferred to our children.
- Therefore, we will want to take a closer look at our feelings toward learning, feelings of success and/or failure, and what these feelings mean regarding continued learning.
- As parents we want lifes' positives for our children: self-confidence, a sense of purpose, having goals, constructive relationships, and a desire to grow.
- Mounting research shows that high self-esteem is positively related to achievement.
- What is self-esteem?

  Essentially, self-esteem is how a person *feels* about himself. It reflects how much he likes himself. This is significant since a child's judgement of himself influences much of his involvement, activities and ways he will confront new situations.
- These feelings of self are the basis of his personality.
- Self-esteem is a strong determining factor in a childs' success or failure as a human being.
- Refer to Stanley Coopersmith (1967)

  Factors related to self-esteem
  (you may wish to project these on an overhead)

  a. the amount of respectful, accepting, and concerned treatment received from significant others.
  b. the history of successes.
  c. the interpreting and modifying of our experiences in accordance with existing *attitudes & beliefs*.
  d. the manner in which we respond to failure.
- Point out that these factors can be significantly effected by our involvement with our children.

Discussion

- Using the 4 factors, discuss with participants ways in which we contribute to our childrens' self-esteem.
- Talk about self-esteem-feeling good about oneself – as one aspect of the overall make-up of the child – his self-concept.

Statement: Parents can help their children to develop positive learning attitudes.

Remarks: How is self-concept formed?

- It is learned, not inherited.
- Based upon the experiences children have they gradually formulate impressions and attitudes about themselves.
- Learning is the result of a risk-taking situation.
- In learning situations, students are asked to take a risk- their work is evaluated, their recitations open to ridicule, art creations judged, homework that may be wrong.

Discussion:

1. Have participants think about and discuss the kinds of risks the children are taking in each situation. Some risks are: error, judgement, disapproval, censure, rejection, ridicule, embarrassment, and, in some extreme cases, punishment.

2. Use this analogy to discuss learning and the need for good self concept: consider each child's self-concept as a stack of poker chips and the poker game is really the learning situation. Some children can enter the game ready to gamble, take risks, because they're coming into it with a lot of "poker chips". For instance the child with 50 chips can endure 10 losses of 5 chips each. The child with only 10 chips can only sustain 2 losses of 5 chips each.
   Guide the participants into thinking about and contrast what the difference would be for each child.
   (e.g. the child with fewer "chips" – lower concept of self-will be much more cautious and hesitant about entering "the game").
   This cautious and hesitant child displays a variety of behaviors that show her reluctance to risk learning. These range from feelings of inferiority and withdrawn silence on one end to mischievous acting out on the other. A child who has had many successful undertakings in the past will risk success again because if she should foil or meet opposition she could "afford it". The opposite is likely to occur for a child with a history predominated by failures. It is important to build each childs' self-concept, their supply of "poker chips". In this way, the child will be able to stay in the game.

3. Discuss ways that parents can influence positive feelings about self in their children with regard to positive learning attitudes,
   - modeling good attitudes
   - providing success opportunities
   - praising & recognizing their efforts
   - encourage questions
   - play games
   - increase involvement
   - fostering independence
   - pay attention when they show an interest in something

Notes to the trainer:

- If time permits, refer to "Other Discussion Starters" to provide participants with more ideas and insights, direct and in-direct, that assist children in learning to enjoy learning.
- Review some key points discussed this evening:
  - feelings about learning are related to good feelings about ourselves.
  - having successful experiences and being supported when confronting difficulties or failures contribute to childs' willingness to keep on trying.
  - other people contribute to a child's self-concept. We are the "mirrors" by which children view themselves. The kinds of response, feedback and support a child receives play significantly in her development.

Source of Poker Chip Theory of Learning: 100 Ways to Enhance Self Concept in the Classroom - A Handbook for Parents and Teachers - by Jack Canfield and Harold C. Wells.

OTHER DISCUSSION STARTERS

Some Suggested Activities to Help Your Child Love to Learn

I First the family must develop a family communications pattern. Use the following three communication rules to start.

A. Clarify what others say: "Let's see if I understand you. . . ."
B. Establish a rule of not interrupting when someone else speaks.
C. Help everyone express his opinion: "What do you think?"

II Solving problems: organize on a tray several objects made of wood, glass and/or metal. Give your child a magnet and assist him in catagorizing the objects into those which are attracted to the magnet and those which are not. Guide him to discover the quality which each object that is attracted to the magnet has.

III Independent Thinking

"Do as I Do, Not as I say" is a game which requires the child to think and act independently of what he speaks. Being similar to "Simon Says", the leader gives a command for the child to follow. However, if the leader does not follow the command the child must not. Instead, the child must always do exactly what the leader does.

IV Listening

"Simon Says" is a game which makes learning to listen enjoyable for the child, the leader acts out the command he gives the child, prefacing most of the commands with "Simon Says". Unless these words are used before a command, the child must not obey what he hears. Instead, he must keep the position he had before he heard the command. When a group of children are playing the game, if one follows a command not preceded by "Simon Says", he is "out" and must sit down until a winner is determind. Suggested commands are as follows: "close your eyes", "touch your elbow to the floor", "touch your toes", "wiggle your nose".

V Creating a Postive Self Image

1. Take 5 to 10 minutes to be alone with your child in a quiet situation where disruptions are minimized. Use this time to listen to your child and discover just what he thinks about things; what makes him happy, sad, afraid, etc. Ideally, this listening time should take place daily. As the child learns to express himself more effectively he will also gain in his feelings of importance to know that you care enough to listen and to spend this time with him.
2. Posing for a picture always delights a child. Spend a few minutes taking snapshots and allowing the child to choose his pose. If you have pictures taken of him at an earlier time, sit with him a few minutes talking about the previous pictures, the event, but most of all, reminding him how special he is.

VI Following Directions

Give your child a series of simple directions to follow such as, 'Touch your toes, sit on the stairs, walk to the chair, or stand up, turn around, crawl under the chair, sit down on the chair." As your child improves in his ability to follow directions, the tasks can be made more difficult and/or the number of tasks in the directions can be increased.

VII Social Skills Development

Social skills are best acquired by imitation. When a child is given the opportunity to act out the roles of others, the child is given a chance to create his own roles and to begin to understand social behavior. A good start is if the parent allows the child to role play the parent in a pretend situation. The parent can be the child. An example of a situation might be of the child doing something, the parent discovering it, and taking care of it.

VIII Working Independently

Select some materials and have your child bring them to a table or special place in the room. Suggestions might include blocks, paper, paste, crayons, scissors or scraps of material. Let the child decide what he will do with the materials, then allow him to work with them on his own. Return later, making a brief visit to see how he is doing. Return later asking him if he is finished. Praise him for "doing the work alone" or "all by himself". This same procedure could apply while the child is playing by himself.

IX Storing and Recalling Information

A. Read a familiar story to your child and then let him re-tell it to you while you check the proper sequence of events and details. Keep on encouraging responses by asking questions like, "What happened first?" "What happened last?" "How did he feel?" "Did you ever feel that way?" etc.

B. You could also play a game like "I am going shopping" or "I am going to Grandma's house". For example: "I am going to Grandma's and in my suitcase I took my toothbrush." The next person adds one more thing. The game continues back and forth as long as it does not become frustrating for the child, since recalling and repeating all items in proper sequence is a hard task.

X Building Confidence

Decide on an activity or skill your child has not yet experienced and assist him as he develops it. This might include jumping rope, doing a somersault, learning a new poem, etc. Keep in mind you child and the level of difficulty involved in the task. Praise, encouragement, and positive reinforcement all are necessary in helping your child accomplish the desired goal.

WORKSHOP: LEARNING ACTIVITIES
HANDS-ON ACTIVITIES

Note to trainer:

The following activity relates to a person's positive learning attitudes. The participants are all special and unique individuals, and when they learn to value themselves, then they will feel good about learning. Improved self-esteem builds self confidence which, in turn, creates positive learning attitudes. Someone with confidence is willing to try new things, to begin again, to take chances on failing or succeeding. These ingredients make the individual feel good about learning. Participants will write, draw, create and have something to share with others that reflects their individuality.

Be sure to stress the sharing of this activity as the objective. The art work is not important. The uniqueness of each participant is the prime consideration. The trainer should also become actively involved and also make a product to share with the group. The trainer could be the first participant in the sharing part of the activity since this will give the participants who may be shy an added comfort and enable them to relax and feel less threatened.

Setting: Relaxed with room to work.

A Book About Me

Materials: Time 10 to 15 minutes

1. 5 pieces of white paper for each participant
2. stapler
3. crayons or felt tip markers
4. optional: You can have a simple object for them to draw (like an apple or orange) for the cover page. This will help participants to see how a simple object is perceived from different angles and by different persons. This will help them understand that there is no right or wrong way to draw, and that indeed everyone sees and does things from their own unique perspective.

How to Make: — Instructions:

1. Illustrate the cover page and title:
   A Book About Me
2. On the remaining pages tell something positive about yourself using words and pictures.

   Examples:
   My name is _____.
   I live in a _____ with my _____.
   The members of my family are _____.
   I like to _____.
   My best friend is _____.
   My favorite color is _____.

   I like to sing
   and dance.

When it is time for the participants discussion, be sure to stress how important each person is. Help them to experience pride in themselves, and then relate that valuable feeling to their receptivity to learning. Suggest that they make a "Me Book" with their child at home, and then perhaps read it to a friend or display it on the refrigerator. Explain that this will create good feelings in the child, which translate

eventually into feeling good about learning. Remember to point out to the participants that if they, the parents, feel good about themselves, then it will be easier for them to help their children feel good about themselves. Everyone has some positive features they can focus on.

Another type of hands-on activity involves a product that the participants can make and take home to play with their children. The focus on this activity should be:

- When learning is fun, my child will feel good about learning.
- I can play this game with my child. My child will be learning and my child will be having fun and enjoying the learning experience.

Activity:

A Home Made Lotto Game (time 10 to 15 min.)

Materials:

Sheets of cardboard or oaktag (4 - 9″ × 9″ sheets for each person)
Assortment of stickers or pre-cut shapes
Felt tip markers
Rulers, pencils, scissors, glue

How to Make:

1. Take a 9″ × 9″ sheet of cardboard or oaktag and divide it into 3″ × 3″ squares. This is the gameboard.
2. Take another 9″ × 9″ sheet of cardboard or oaktag, divide it into 3″ × 3″ squares and cut out the squares. These are for the call cards.
3. Paste a different shape or sticker into each square on the gameboard.
4. Paste matching pieces on the 3″ × 3″ cut squares to complete the call cards.
5. Make another gameboard with more call cards to match.

Play the game:

1. Give your child a gameboard, you take the other.
2. Turn cards upside down.
3. Pick up one card and show it and name the picture. Whoever has the matching square on their gameboard gets the square and puts it on his gameboard.
4. The first one to fill up the gameboard wins.

This game teaches vocabulary, matching skills and social skills.

ENVIRONMENTAL DISPLAY #1

A poster, any size, divided into four (4) sections.

AREA #1

A picture of a child and parent hugging one another.
The caption underneath will read, "Let your child know that you love him."

AREA #2

A picture of a child playing with a puzzle, with mother looking on smiling and showing her approval.
The caption underneath will read, "Praise your child for his efforts."

AREA #3

A picture of a parent reading a story to a child.
The caption will read, "Share quality time together."

AREA #4

A picture of a parent tucking a child in bed.
The caption will read, "Establish a routine, one the parent and child can rely on."

ENVIRONMENTAL DISPLAY #1

Suggested presentation for the trainer

It is a fact that conveying love and attention to children helps them develop positive learning attitudes.

From the day of the child's birth, parents should constantly strive to ensure the child that they are loved and secure. In the years in which this is taking place, the child is realizing his importance to the parents and his importance to himself.

This communication occurs in many forms. As display #1 shows, a hug or a praising smile or gesture can convey to the child that you care and love him/her. This form of encouragement can stimulate the child's initiative and interest in learning.

The amount of time that a parent spends with a child is not nearly as important as the quality of the time spent. Be sure that your time together is special and positive whenever you can. Remember that you are the model which your child wishes to imitate.

A routine will help the parent and child to organize quality time and will also help limit frustration since each knows what to expect and when. A routine makes a child feel secure – he knows what is going to happen next. A routine helps the child to become independent – he will learn what to do next.

Giving love and attention to children is the most important aspect in helping children develop positive learning attitudes. The display only depicts a few ways, others might include listening to children and understanding their feelings, and offering opportunities for success. The trainer may wish to enter into a discussion with participants about what they do as parents to encourage their own children to feel good about learning. (Eg. did they do something yesterday which fostered curiosity. . . encouraged task completion. . . made their child feel proud. . .)

ENVIRONMENTAL DISPLAY #2

This display portrays positive learning attitudes such as: curiosity/motivation persistence/task completion, and self confidence.

Display A:

Print on a display card/oaktag:

"These activities promote *curiosity and motivation.*"

Display on a table the following items:

1. A "feely bag" – a cloth bag with drawstring inside of which we place various objects familiar to the child. To play, the parent asks the child to close his eyes, and reach inside the bag, and identify the objects one by one. Verbal exchange should be encouraged (eg. does it fell hard, soft, fuzzy, smooth, cold. . .)
2. Picture and world books on various subjects; a picture dictionary
3. An old clock with small tools with which to take the clock apart.

Display B:

Print on a display card/oaktag:

"These activities promote *task completion and persistence.*"

Display on a table the following items:

1. various puzzles
2. pegboards with pegs
3. shape sort boxes (shape fits in hole)

Display C:

Print on a display card/oaktag:

"These activities promote *self-confidence.*"

Display on a table the following items:

1. the book entitled "The Little Engine That Could"
2. A Child's hand drawn picture, mounted and framed
3. Clay (an open-ended, no fail activity)

ENVIRONMENTAL DISPLAY #2

Suggested Preservation for the Trainer

Learning attitudes are the lasting feelings children receive from all experiences. While experiencing some success on an activity, a child may be thinking to himself, "I want to finish this", or "Let me do it myself", or "I'm going to keep at it." These quotes represent positive learning attitudes such as finishing a task, being motivated and setting goals.

Positive learning attitudes begin at home. Parents can provide countless opportunities for children to feel successful. By patiently answering children's many questions, encouraging problem solving, stimulating interest in the unknown, and by praising all efforts, parents will observe and feel instrumental in the development of their children's positive learning attitudes. When preschool children have gained initiative, persistence, and self confidence, the upcoming school experience is more likely to be a successful one and enjoyable one for both children and parents.

There are a number of activities that promote positive learning attitudes suggested in this display. The trainer should explain how parents can play each activity at home to promote curiosity and motivation, task completion and persistence, and self confidence. A discussion might ensue about what other activities promote positive learning attitudes. (Some of the activity handouts presented in this guide might be utilized at this point.)

SAMPLE ENVIRONMENTAL DISPLAYS #3, 4, 5

Objectives:

1. To demonstrate how the classroom teacher creates a positive learning environment by fostering individual self-esteem.
2. To simulate building self-esteem to enable participants to experience positive attitudes toward learning.

Display 3: Trainer could discuss how this fosters self esteem.

Arrange specific body parts artistically on a class bulletin board:

1. Foot prints - finger painted or traced
2. Hand prints - finger painted or traced
3. Finger prints - use an ink pad or finger paint
4. Toe prints - use an ink pad or finger paint
5. Hair color - use yarn, old wigs, or a crayon picture
6. Eye color - use paint, marker, or crayon
7. Length of arm, leg, body, hand, foot measured by yarn or string
8. Width of arm, wrist, finger, head, waist, chest, knee, leg, foot. Use a graph comparing some body parts. These displays can be used to demonstrate how improved self awareness and self esteem contribute to positive learning attitudes.

Display 4: Trainer could discuss how moods relate to learning attitudes.

Faces showing emotion:

1. Provide each participant with an outline of a face on white or flesh colored paper, and marker or crayons.
2. Assign each participant a word describing an emotion - such as joy, fear, sadness, rage, pity, surprise, bewilderment. . .
3. Instruct the participants to draw a facial expression which demonstrates the assigned word.
4. Encourage the participants to display their faces on a designated bulletin board.
5. Discuss the faces that would indicate positive learning attitudes. The board could be structured to display positive feelings in opposition to negative feelings.

Display 5: Trainer could discuss how these place can be used to improve learning. Display poster which depict attractive places other than a classroom attitude where learning attitudes are encouraged:

Store	Church
Firehouse	Government Buildings
Hospital	Industrial Buildings
Library	Museums
	Nature Centers

Relate learning attitudes listed in the Getting Involved booklet to experiences in pictures.

FILMSTRIP DISCUSSION

SUMMARY:

The filmstrip designed for this workshop focuses on positive learning attitudes. In clear and simple language it defines this as feeling good about oneself and about learning, and explores some behaviors which indicate the presence of positive learning attitudes. The filmstrip then gives information on how children develop these attitudes and why they are important. The remaining portion of the filmstrip, about two-third of it, emphasizes the important role that parents play in fostering the development of good feelings in their children. Practical ideas are given to help guide parents to encourage the development of positive self esteem and positive learning attitudes.

POINTS FOR DISCUSSION:

1. Reiterate the sequence of the film for the participants.
   - What are positive learning attitudes? What behaviors indicate their presence?
   - Do attitudes about self image begin in infancy?
   - Why is it important to have positive learning attitudes?
   - How can parents foster their development?
2. Brainstorm with the group to explore more ways in which parents can effect their children's self image.
3. Brainstorm ways in which participants might improve their own attitudes and thereby be a more positive model to their children.
4. Use the handouts in the guide to give participants more ideas to use at home to foster good feelings.

SAMPLE CLOSING

If you and your child feel good about yourselves, you can both be successful and have good experiences at home and at school. Everyone needs to feel they are worth-while human beings and know that they are unique individuals. You know you have a lot to offer family and friends.

It is important in the home to have this positive feedback from the people around you. This can take many forms such as verbal comments, praise and encouragement, physical contact and facial expressions.

When you let your child know that you feel good about him, he will feel good and act accordingly. This is how positive learning attitudes develop. The better we feel about ourselves the more receptive we are to learning.

It may sound funny but the biggest reward you can offer your child is yourself, and you can do so in any number of ways. Cheerful praise, smiles, hugs, bouncing him on your lap, what ever he likes most.

A message from your child:

Tell me something a hundred times and I may still not fully understand what you want me to do. Show me what you mean, demonstrate clearly and slowly, just once or twice and I'll be close to that goal. But do it with me, put your hand on mine and guide me through it, and I'll make it."

Source: Unknown

WORKSHOP EVALUATION FORM

_____ Workshop

Trainer: _____ Date_____

Name _____

1. The workshop information was: (check as many boxes as you wish)
   - ____ new
   - ____ enjoyable
   - ____ clear
   - ____ useful
   - ____ too short
   - ____ just what I need
   - ____ repetitive
   - ____ not enjoyable
   - ____ confusing
   - ____ useless
   - ____ too long

2. The most enjoyable part of the workshop was:

3. The least enjoyable part of the workshop was:

4. If you were to add something to this workshop what would it be?

5. If you were to leave out a part of this workshop what would it be?

6. Would you like another workshop in this area? ____ yes ____ no

7. Overall this workshop was:
   ____ poor ____ fair ____ good ____ very good ____ excellent

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WORKSHOP: LEARNING ATTITUDES
TIPS-TO-PARENTS-ON-CHILDREN'S EDUCATION

1. **Trust your common sense and your own abilities.** Expect to take an important role in your child's education. All that we read, plus common sense, support the fact that you, as parents, are your child's most important teachers.
2. **Know that education starts as soon as the child is born,** so take advantage of those early years. Find out how to teach and enjoy your child even as an infant.
3. **Give your child things to do at home that he or she can do.** These success experiences help your child to feel and say, "See what I can do!" Both home and school need to find ways of letting children show their abilities in the garden or the kitchen or the classroom.
4. **Build self-confidence in your child by letting the child know** that he/she is needed, is important to you and that you really care about having the child around. Everyone needs to be needed, even the youngest member of the family.
5. **Start gathering ideas from books, magazines, families and friends** on what to do with children at home. From the list choose activities that are suitable for a particular time or energy level of both parent and child. In other words, be helpful, not helpless.
6. **Relax, knowing that neither you nor the teacher have to be perfect** to teach a child. Remember that neither one day or one year that isn't too great will stop or spoil your child's abilities and imagination. Children are pretty hardy and resilient to even poor teachers or parents!
7. **Assume that when your child does enter regular school, his or her teacher** will be welcoming, will keep you informed, will ask your advice and will use your abilities as a parent. If this doesn't happen, go to that school frequently to find out for yourself and to talk with the teacher. Sitting at home stewing about what's not happening won't make it occur!
8. **Be a constructive critic of the school family.** Ask questions, speak up at conferences and meetings and don't ever be ashamed of being "just" a parent. Remember that you are the taxpayer and therefore the stockholder in your school!
9. **Start to praise your school** even if you must hunt for something nice to say! Backyard griping, coffee-Klatch complaining or getting ulcers over an unresolved problem doesn't get you anywhere except into more misery. Each day find something good to say about the school or the teacher so that your child won't know how you really feel. You child's confidence in the school as a fine place to be is more important than how you feel.

EMOTIONS

Help children to examine the feelings that concern them so greatly. Youngsters are puzzled by anger, fear, anxiety, and hostility. They need to realize that those feelings are as natural as love and joy.

Again a collection of pictures that show a variety of feelings among different people will help children see the universality of human emotions. Encourage girls and boys to suggest the kinds of situations that may have caused the pictured person to feel the way he does.

HANDOUT

PLAN ROLES

Offer your girls and boys frequent opportunities to be someone else. As the papa bear a child can be angry, loud, tough. He can vent his anger by threats, slamming things about and stomping loudly. As the baby bear he can be frightened and tearful.

Let children play out the way a father or mother would act in a given situation. Let them show how some other child would act if he were jealous, hateful, or prejudiced. Being someone else in common situations will help child come to grips with his own emotions.

LEARN NAMES

Help to establish each child's identity. Often youngsters are unable to name more than just a few of their classmates. Again, large photographs of each child along with his name will help all children identify one another.

Play identity games, too. Call a game "Who's Missing?" and send a child from the room. Then have a second child hide. When the first child returns, his task is to name the missing child. Start with small groups if children are not ready for the total class.

You might call another game "Who Am I?" In this game, the person who is it describes any characteristics of another child in the group. For example, John MIGHT DESCRIBE HIMSELF AS Mary by saying, "I'm a girl with red hair and blue eyes. I have a green dress on today. Who am I?"

DISPLAY EACH CHILD

Build your warm friendly atmosphere on respect for every individual. To make every child feel respected and important, display his photograph. Post his papers or objects done by him in a prominent place. Make him feel that he is part of the classroom "family."

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Source: Unknown

TODAY: CARDS FOR PARENTS	**TODAY:** Think before you say, "No" to your child. Maybe you could say, "Yes."	**TODAY:** Make something your child likes to eat very much.	**TODAY:** Smile a little smile at your own child OFTEN!	**TODAY:** Surprise your child with a little special something. (Maybe a cookie with a face on it.)
TODAY: Take a walk together. Count the birds you see. Listen to their singing.	**TODAY:** Tell your child, "I want to say 'thank you' for _____."	**TODAY:** Laugh! No matter what happens, laugh with your child.	**TODAY:** Let your child wash the breakfast dishes. Great fun for the child!	**TODAY:** Give your child *one* small job. ("Put your blocks in order," or "Fix up your books.") Be sure to praise the effort.
TODAY: Thank your child for *not* doing something that usually annoys you.	**TODAY:** Let your child string macaroni beads. Dip them in colored water for extra fun.	**TODAY:** Give your child a special hug and kiss.	**TODAY:** Measure your child to see "how big" he/she has grown! Tell everyone, of course.	**TODAY:** Let your child draw a picture for a favorite aunt or uncle. Be sure to mail it.
TODAY: Tell your child you love him/her.	**TODAY:** Write a note to Grandma and Grandpa as your child dictates.	**TODAY:** Tell your child some of the silly things you did when *you* were a child.	**TODAY:** Keep *calm* all day. Don't let anything bother you.	**TODAY:** Talk about the sky. Notice the color, the clouds, the stars, moon or sun. What moves in the sky?

HAZADOR

TODAY: CARDS FOR PARENTS	**TODAY:** Give your child a special task like mixing a cake or jello.	**TODAY:** Really listen to your child. No television, just child talk.	**TODAY:** Tell your child you appreciate something he/she has done.	**TODAY:** Do something special *with* your child. (Ex. Visit an art gallery or go for popcorn.)
TODAY: Ask your child to do a favor for you – maybe dusting the dining room chairs!	**TODAY:** Help your child select and send a greeting card to a special friend.	**TODAY:** Ask your child to sort your canned goods – maybe all the soups on one shelf.	**TODAY:** Allow your child to do something really messy!	**TODAY;** Reread a favorite story that your child selects.
TODAY: Suggest that your child invite a friend over for play.	**TODAY:** Help your child make something out of a cardboard box.	**TODAY:** Ask your child if he/she has any questions. Try to answer some extra questions.	**TODAY:** Sing a "happy" song together.	**TODAY:** Allow your child to to sort the pots and pans.
TODAY: Ask your child to help you figure out how your home was built – what materials were used.	**TODAY:** Take your child to visit an old person.	**TODAY:** Trace around your child on a large piece of old wrapping paper. Let him/her paint in features and clothing.	**TODAY:** Tear pictures out of old magazines to paste into a booklet your child makes.	**TODAY:** Start a collection of recyclable things your child can use: plastic lids, scraps of of cloth, styrofoam packing.

WORKSHOP: LEARNING ATTITUDES

Todays Menu – BLT
This diet will help your child develop positive learning attitudes

Be with your child
Set aside time to give your child undivided attention
put your childs actions into words
let your child "help" you
Have your children, even babies, near you where they can see you and you can talk to them.

Listen to your child
consider your child worthy of opinions and contributions
Emphasize what your child says rather than how the words are pronounced.
Expand on what your child says

Talk to your child
Explain things to your child
Communicate at the childs' level
Encourage your child to verbally express needs rather than anticipating them.

Source: Unknown

HANDOUT

65 WAYS TO SAY "GOOD FOR YOU"

by Edward S. Kubany

Everyone knows that a little praise goes a long way in any classroom. But "a little praise" really needs to be something more than the same few phrases repeated over and over adnauseum. Your students need more than the traditional "Good", "Very Good" and "Fine" if encouragement is in the cards. Here are some additional possibilities:

That's really nice.
Thank you very much
Wow!
That's great.
I like the way you're working.
Keep up the good work.
Everyone's working so hard.
That's quite an improvement.
Much better.
Keep it up.
It's a pleasure to teach you when you work like this.
Good job.
What neat work!
You really outdid yourself today.
This kind of work pleases me very much.
Congratulations. You only missed _____.
That's right! Good for you.
Terrific.
I bet your mom and dad would be proud to see the job you did on this.
Beautiful.
I'm very proud of the way you worked today.

Excellent work.
I appreciate your help.
Very Good. Why don't you show the class?
Thank you for (sitting down, being quiet, getting right to work, etc.)
Marvelous.
Groovy.
Right on.
For sure.
Sharp.
Way to go!
Keep up the good work.
That pleases me.
That a girl!

That looks like it's going to be a great report.
I like the way Tom is working.
My goodness, how impressive!
You're on the right track now.
That's "A+" work.
John is in line.
Mary is waiting quietly.
Dickie got right down to work.
Ann is paying attention.
It looks like you put a lot of work into this.
That's clever.
Very creative.
Very interesting.
That's an interesting way of looking at it.
Now you've got the hang of it.
Exactly right.
Super.

Superior work.

That's a good point.
That's a very good observation.
Thank you for raising your hand, John,
What is it?
Sherri is really going to town.
You've got it now.
Out of sight
Nice going.
Far out.
You make it look easy.
That's coming along nicely.
I like the way you (the class) has settled down.

Unique.
Tip top.
Top notch.
Out of this world.

That a boy!
I'm proud of you.
If I were you I'd be very proud.
That's a nice piece of work.
This is very special.
Above par!
Close to perfection.
Outstanding.
First class!
Smashing!
You're all so good today!
Bravo!
Impressive!
Admirable work!
You knew this well.
Fascinating.
You are progressing well.
Dynamite!
Ingenious (deductions).
Cleverly stated.
Witty.
Wonderful.
Terrific.
You're red-hot!
Extraordinary.
Remarkable!
I would like you to have your mother or father sign this paper:
(a) so they know what a good job you are doing.
(b) so they can see how well you understand (i.e. math).
(c) so they know how much your (e.g. reading is improving).

VERBAL COMMENTS FOR INCORRECT ANSWERS

Hmm, interesting. Can you think of another answer?
Good try.
Be careful!
Take it slowly.
Look-listen again.
Not bad. . .but more important. . .
Well, you're getting there.
Technically you're correct but. . .
I've seen you do much better!
Think just a bit harder.
Put your thinking cap on.
Are you sure?
Why don't we try this again?
Possibly, but is there a better answer?
Who could help "John"?
Not quite right.
Let's expand this.
You almost have it.
One more time.
No, but let's both try it.
I don't think so.
Let's find out why that's wrong.
Could you be clearer?
That's not the answer I was looking for.
Does everybody agree?
Who could give us a better answer?
Are you really trying?
Keep at it, you'll get it!
Your're working hard and this is tough.
Re-read it, maybe you missed something.
Tell me how you got that answer.
That's part of it.
Let me help you here (there)

THINGS TO DO AT HOME TO HELP YOUR CHILD FEEL GOOD ABOUT HIMSELF

CHILD'S PHOTOGRAPH

To help each child say I'm Somebody Special, begin with his photograph. There is some expense involved in taking each child's picture, but it will be the best money you ever spent for learning supplies. Get a close-up of his entire body.

CHILD'S ALBUM

Help each child make an All About Me Album. Use his photograph for the cover along with his name. Use a strong manila folder or oaktag for the body of the album. Let the child keep his favorite things in the album.

MIRROR

Help each child see himself clearly every day. All you need is a mirror. If possible, get a full-length mirror for your room. A long sheet of shiny metal mounted on a board will provide an unbreakable yet satisfactory mirror. If nothing else is available, a hand mirror will be adequate. Encourage each child to look at himself often, not with pride but out of curiosity. He can compare his appearance today with his old photograph or with the way he looked yesterday. He can discover how his smiles, frowns glares, and even his tears look. He can look at his own facial expressions and body movements. A simple mirror will help him see he is somebody special.

PHYSICAL RECORD

Keep a record of each child's physical changes. Don't post your findings for all to see. Keep each child's changing statistics in his album. Let him see, however, that his height and weight do change over the months. The addition or loss of a tooth might be included in this record. You may want to include such physical skills as the ability to skip, hop, throw, catch, or walk on a balance beam.

SHARE INTERESTS

Give those children who wish to a chance to show schoolmates that they are somebody special. Set aside a special time for sharing hobbies or collections that children value. Help each contributor plan for his presentation to make it interesting to others and satisfying for himself. Often the best setting is to place objects on a table and let the owner answer the questions of other children as all gather around.

SHARE OPINIONS

Make each child feel special every day. Give him the opportunity to express his opinion about things frequently. As children get used to hearing their opinions as well as those of classmates, they will be better able to listen to and respect the views of others.

CHILD'S PUPPET

Have each child make a puppet of himself. Stuffed paper bags or stockings can be decorated to be "me". Let children use their puppets to act out. A child may use his puppet to speak for him in many situations.

HANDOUT

LIST SKILLS

To help each child say proudly See What I Can Do, begin with a list of things that he actually can do. Help him to organize a list that shows the things he can do with his body, his senses, and his mind and things he can do socially and emotionally. He may be able to cut out pictures to illustrate his list or draw his own pictures.

LIST GOALS

As part of the above list or on a separate list, let each child include things he is learning now and things he wants to learn.

TEST SENSES

Plan short units of activity that will help your children understand the powers of their senses. Help girls and boys understand that their eyes give them information about the color, shape, size, and placement in space of objects. With eyes closed and no freedom to use other senses, children will be unable to identify those characteristics of objects.

While blindfolded, children can also test their sense of hearing as they try to identify familiar odors. (Small containers can hold paper-wrapped apple, mustard, chocolate, etc.) Children will not be able to see the substance, but will be able to smell it. Similarly, let children identify various foods by tasting without seeing. Let hands reach into bags held behind the back to identify shapes and familiar objects with the sense of touch alone.

FAMILY PHOTOGRAPHS

In a similar kind of activity, encourage children to examine photographs of themselves or their family members. Photographs arranged sequentially will provide dramatic proof of the outward growth of an individual from year to year and stimulate thought about skills he acquires over a number of years.

CHILD'S ALBUM

Add new lists to each child's All About Me album. Help him to list things that he used to be afraid of but now understands. If he cares to, he may also list things he still fears but hopes to overcome.

In another list, he may want to tell things that at one time frustrated or angered him. He might also list things that still upset him.

ETHNIC PHOTOGRAPHS

A good collection of pictures of children and adults from various countries and ethnic backgrounds will help children focus on the similarities among people. The National Geographic magazine is an excellent source for such pictures. Initially children will note differences among the pictured people, but you can easily direct their attention to similarities. Some pictures may help you to note emotional similarities among the people of the world. Children can easily see that smiles, tears, anger, or fear are similar among all people.

INVOLVE ADULTS

Try to get adults from the families of students to tell the class about family traditions. . . special holidays, and foods or dress that are of special importance to the family. As children listen to the visitors and question them, the youngsters will come to a better understanding of the differences among people.

ETHNIC DISHES

Make a class booklet of special family meals or recipes. Let each child contribute his favorite family meal or dish. Pictures cut from magazines might be used to illustrate the meal or special dish. Where possible, the class might try each meal or a particular food. Often a parent will feel honored to be asked to prepare such a special treat.

Source: Unknown

THE BEST OF BEE
MADE BY TEACHERS
COMPILED BY SEDL, AUSTIN, TX.
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